



# Grade 8

# English Language Arts

# Item Specifications

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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

# Grade 8 English Language Arts Priority Standards

## Reading Literary Text

Grade 8 English Language Arts: Priority Standard		8.RL.1.A
<b>1</b> <b>A</b> <b>MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Evidence/Inference</b> Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</li> <li>The student will make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</li> <li>The student will cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Inferences must be based on text and not require prior knowledge of content.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What can be inferred from [QUOTE]?</li> <li>Which sentence from the passage best supports the inference that ____?</li> <li>What conclusion can be drawn from/about ____? Use evidence to support your answer. Which inference/conclusion about ____ is supported by the passage? Provide evidence to justify your answer.</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RL.1.B
<b>1 B MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Word Meanings</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</li> <li>The student will determine the figurative meanings of words and phrases, using context, affixes, or reference materials.</li> <li>The student will determine the connotative meanings of words and phrases, using context, affixes, or reference materials.</li> </ul>		<b><u>DOK Ceiling – 2</u></b> <b><u>Item Format</u></b> Selected Response, Technology Enhanced <b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>When assessing figurative meaning, items need to provide enough context so that students can comprehend the meaning of the words and phrases that comprise the figurative techniques and how they impact understanding of the text.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What is the intended meaning of the phrase [QUOTE THAT INCLUDES FIGURATIVE LANGUAGE] within this passage?</li> <li>What is the meaning of the author’s use of the word ____ in lines ____–____?</li> <li>The prefix a- means “not.” As it is used in the passage, the word atypical means ____.</li> <li>Which phrase best expresses the meaning of the word ____ as it is used in the sentence?</li> <li>[DICTIONARY DEFINITION OF A WORD]</li> <li>Which definition best conveys the meaning of ____ as it is used in the text? Part A—What does ____ mean? Part B—What evidence supports this?</li> <li>Read the dictionary entry for the word _____. Which definition best fits the word as it is used in the passage?</li> <li>In [PARAGRAPH/LINE] what does the phrase ____ mean? Highlight the text in the passage that helps determine the meaning.</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RL.1.D
1 D MLS	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Summarize/Theme</b> Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
	<b>Expectation Unwrapped</b> <ul style="list-style-type: none"> <li>The student will determine the theme(s) of a text. (PRIORITY)</li> <li>The student will explain the relationship between the themes and the supporting evidence of a text. (PRIORITY)</li> <li>The student will provide an objective summary of a text.</li> </ul>	<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
		<b>Text Types</b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, visual arts  Text complexity will increase both qualitatively and quantitatively through the grade levels.
	<b>Content Limits/Assessment Boundaries</b> <ul style="list-style-type: none"> <li>Only the beginning of this standard is a Priority Standard. “Provide an objective summary of the text.” is not a Priority Standard.</li> <li>Items should not require students to order material sequentially.</li> </ul>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Which line from the text best develops/supports the theme of ____?</li> <li>Which statement best describes the overall theme of the passage?</li> <li>Complete the table by putting check marks in the appropriate boxes to match each theme to a supporting detail from the passage.</li> <li>Part A—Which statement best describes the overall theme of the passage? Part B—Which two pieces of evidence from the passage best support the answer in part A?</li> <li>Read the following summaries about _____. Which summary is the most objective and free of personal opinion?</li> <li>Read the summary of the text. Which important detail from the text should be added to this summary?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RL.2.B
<b>2</b> <b>B</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Point of View</b> Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>The term <i>point of view</i> is used synonymously with the term <i>perspective</i>. In literary text, point of view/perspective is how the narrator perceives what is happening in the story.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Read the sentences from the passage. [SENTENCES]</li> <li>Which statement best describes the dramatic irony developed in the sentences?</li> <li>Which statement best describes how the author creates dramatic irony in the passage?</li> <li>How does the point of view of the narrator create dramatic irony?</li> </ul>



Grade 8 English Language Arts: Priority Standard		8.RL.2.C
<b>2</b> <b>C</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Craft and Meaning</b> Analyze how specific word choices and sentence structures contribute to meaning and tone.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how specific word choices contribute to meaning in a text.</li> <li>The student will analyze how specific word choices contribute to tone in a text.</li> <li>The student will analyze how sentence structures contribute to meaning in a text.</li> <li>The student will analyze how sentence structures contribute to tone in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Text pieces/item should provide enough contexts for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</li> <li>Sentence structures include simple sentences, compound sentences, complex sentences, compound-complex sentences, and deliberate fragments. (Identification of sentence types is not the intent of the standard.)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does the repetition of [WORD] contribute to the overall meaning of the text?</li> <li>In , how does the use of [SPECIFIC WORD CHOICE OR SENTENCE STRUCTURE FROM THE TEXT] impact the meaning and tone?</li> <li>How does the author’s word choice in paragraph contribute to the tone?</li> <li>The tone is best revealed through ____.</li> <li>The author uses (parallel structure, etc.) to ____.</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RL.2.D
<b>2</b> <b>D</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Interaction and Meaning</b> Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how literary devices are used to develop setting in a text.</li> <li>The student will analyze how literary devices are used to reveal character in a text.</li> <li>The student will analyze how literary devices are used to advance the plot in a text.</li> <li>The student will analyze how literary devices are used to contribute to meaning in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>When assessing literary devices, items need to provide enough context so that students can comprehend the literary devices and how they impact understanding of the text.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How do the characters' actions in the text advance the plot/develop the theme of ____?</li> <li>How does the author's use of [LITERARY DEVICE] develop [SETTING, CHARACTERS, PLOT] in the passage?</li> <li>How does the use of figurative language develop [SETTING, CHARACTERS, PLOT]?</li> </ul>

# Reading Informational Text

Grade 8 English Language Arts: Priority Standard		8.RI.1.A
<b>1</b> <b>A</b> <b>MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Evidence/Inference</b> Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</li> <li>The student will make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</li> <li>The student will cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced <b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, infographics, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Inferences must be based in text and not require prior knowledge of content.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>It can be inferred from the phrase [QUOTE] that ____.</li> <li>Which text evidence best supports the inference/conclusion that ____?</li> <li>What conclusions about ____ can a reader draw after reading the passage? Use evidence from the passage to support your answer.</li> <li>Part A—Which statement best describes/explains ____? Part B—Which two sentences from the passage best support the answer in part A?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RI.1.B
<b>1 B MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Word Meanings</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</li> <li>The student will determine the figurative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</li> <li>The student will determine the connotative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</li> <li>The student will determine the content-specific meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>When assessing figurative meaning, items need to provide enough context so that students can comprehend the meaning of the words and phrases that comprise the figurative techniques and how they impact understanding of the text.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What is the intended meaning of the phrase [QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]?</li> <li>What is the meaning of the author’s use of the word ____ as used in lines ____–____?</li> <li>The prefix a- means “not.” As it is used in the passage, the word atypical means ____.</li> <li>Which phrase/definition best expresses the meaning of the word ____ as used in the sentence?</li> <li>[DICTIONARY DEFINITION OF A WORD] Which definition best conveys the meaning of ____ as it is used in the text?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RI.1.D
<b>1</b> <b>D</b> <b>MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Summarize/Claim</b> Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
<b>Expectation Unwrapped</b> <ul style="list-style-type: none"> <li>The student will explain the central/main idea(s) of a text. (PRIORITY)</li> <li>The student will analyze the central/main idea(s) development over the course of a text. (PRIORITY)</li> <li>The student will provide an objective summary of the text.</li> </ul>		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
		<b>Text Types</b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b>Content Limits/Assessment Boundaries</b> <ul style="list-style-type: none"> <li>Only the beginning of this standard is a Priority Standard. “Provide an objective summary of the text” is not a Priority Standard.</li> <li>Items should not require students to order information sequentially.</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Which central/main idea is supported by the text?</li> <li>Which statement describes a central/main idea in ____?</li> <li>Which pieces of text evidence best support the central/main idea?</li> <li>Complete the table by putting check marks in the appropriate boxes to match each piece of textual evidence to the central/main idea that it supports.</li> <li>Read a summary about _____. Which important detail from the text should be added to this summary?</li> <li>Read the summaries about _____. Which summary is the most objective and free of personal opinion?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RI.2.B
<b>2</b> <b>B</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Point of View</b> Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how the author acknowledges conflicting evidence in a text.</li> <li>The student will analyze how the author acknowledges conflicting points of view (perspective) in a text.</li> <li>The student will analyze how the author responds to conflicting evidence in a text.</li> <li>The student will analyze how the author responds to conflicting points of view (perspective) in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Stimulus materials must feature the author explicitly identifying his/her own conflicting evidence/points of view.</li> <li>The term point of view is used synonymously with the term perspective.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does the author recognize/respond to conflicting evidence in the text?</li> <li>Which popular opinion does the author acknowledge but disagree with in the passage?</li> <li>Select sentences in the passage that show the author has a different point of view than others.</li> <li>How does the author acknowledge an opposing point of view?</li> <li>How does the author counter opposing viewpoints?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RI.2.C
<b>2</b> <b>C</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Craft and Meaning</b> Analyze how word choice and sentence structure contribute to meaning and tone.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how specific word choices contribute to meaning in a text.</li> <li>The student will analyze how specific word choices contribute to tone in a text.</li> <li>The student will analyze how sentence structures contribute to meaning in a text.</li> <li>The student will analyze how sentence structures contribute to tone in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Stimulus material should provide enough context for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</li> <li>Sentence structures include simple sentences, compound sentences, complex sentences, compound-complex sentences, and deliberate fragments. (Identification of sentence types is not the intent of the standard.)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>In ____, how does the use of [SPECIFIC WORD CHOICE OR SENTENCE STRUCTURE FROM THE TEXT] impact the meaning and tone?</li> <li>How does the author's word choice in paragraph ____ contribute to the tone?</li> <li>How does the repetition of the word ____ contribute to the overall meaning/tone of the text?</li> <li>How does the author's (sentence structure, word choice, etc.) contribute to tone?</li> <li>The author uses (parallel structure, etc.) to ____.</li> <li>In the first paragraph, what impact do the words ____ and ____ have on the meaning of the passage?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.RI.2.D
<b>2</b> <b>D</b> <b>MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Argument/Evidence</b> Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
<b>Expectation Unwrapped</b> <ul style="list-style-type: none"> <li>The student will evaluate an author’s argument by assessing whether the reasoning is sound in a text.</li> <li>The student will evaluate an author’s argument by assessing whether the evidence is relevant and sufficient in a text.</li> <li>The student will recognize when irrelevant evidence is introduced in a text.</li> </ul>		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
		<b>Text Types</b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b>Content Limits/Assessment Boundaries</b> <ul style="list-style-type: none"> <li>Stimulus material should provide enough context for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Which statement provides relevant evidence to support the author’s claim?</li> <li>Does the author present sufficient evidence to support the claim that ____? Why or why not?</li> <li>Which detail from the text is irrelevant to the writer’s argument that ____?</li> <li>Which claim by the author is best supported by evidence?</li> <li>Highlight two sentences in the text that best support the author’s claim that ____.</li> <li>The author claims _____. Some of the evidence clearly supports the claim and some does not. Which sentences support the claim? Which sentences do not support the claim?</li> </ul>



Grade 8 English Language Arts: Priority Standard		8.RI.3.B
3 B MLS	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Relationships/ Texts</b> Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	
	<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will analyze two or more texts that provide conflicting information on the same topic.</li><li>• The student will identify where two or more texts disagree on a matter of fact or interpretation.</li></ul>	<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.		
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• For assessment, students should not analyze more than two texts.</li></ul>	<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• The texts provide conflicting information on the topic of _____. Identify where the texts disagree.</li><li>• What conflicting information do the authors of the two passages present?</li><li>• Which sentence best describes how [TEXT A] and [TEXT B] present the idea of _____ differently?</li></ul>	

# Writing

Grade 8 English Language Arts: Priority Standard		8.W.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Approaching the Task as a Researcher</b>  <b>Research</b>  Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will conduct research to answer a question, including a self-generated question.</li> <li>The student will gather relevant print and digital sources.</li> <li>The student will gather credible print and digital sources.</li> <li>The student will integrate information using a standard citation system.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Items should not assess a specific standard citation system.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>A student is conducting research on _____. Which research question would best guide the student’s research?</li> <li>A student has written the following paragraph with an overly broad focus. [ PARAGRAPH] Which research question would help to narrow the topic appropriately?</li> <li>Students are trying to support the claim that _____. Which research question would help them support the claim?</li> <li>A student found sources for a report about _____. Place a check mark beside each source in the table to indicate whether it is relevant or not relevant to the topic.</li> <li>A student is writing an argumentative report to support the claim that _____. Which source would provide the most relevant information for the student to use in the report?</li> <li>A student is writing an essay about _____. Which source(s) would provide the most relevant and credible information about the topic?</li> <li>Read the quote from a text written by [AUTHOR’S NAME] about _____. [QUOTE] What is the correct way to incorporate the quote into a research paper?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.W.1.A.b	
1 A MLS b	<b>Approaching the Task as a Researcher</b>  <b>Research</b>  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
	<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will gather relevant information from multiple print and digital sources.</li><li>• The student will use search terms effectively.</li><li>• The student will assess the credibility of multiple print and digital sources.</li><li>• The student will assess the accuracy of multiple print and digital sources.</li><li>• The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li><li>• The student will follow a standard format for citation.</li></ul>	<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced	
		<b><u>Text Types</u></b> Text complexity will increase both qualitatively and quantitatively through the grade levels.	
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• Application of these techniques should increase qualitatively and quantitatively through the grade levels.</li></ul>			
<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• A student is researching _____. The student found two sources and wants to know whether they are accurate. Read the quote from Source A. [QUOTE] Read the paragraph from Source B and select the sentence that shows that the quote from Source A may NOT be accurate. [SOURCE B]</li><li>• A student took notes about _____ from two sources. Choose the note that correctly paraphrases, or restates, information from both sources.</li><li>• A student is writing a report about _____. Read the source the student found. [SOURCE] The student wants to include information from the source in his/her report but does not want to plagiarize the author’s ideas. Read the paragraph from the student’s report. [PARAGRAPH] Select the sentence(s) in the paragraph that is/are plagiarized.</li><li>• A student is writing a research report about _____. Read the student’s research report plan. [RESEARCH REPORT PLAN] Read the paragraph from a source. [SOURCE] Select the sentence in the source containing information that best supports the student’s claim.</li><li>• A student is writing a report about _____. Read the sources the student found. [SOURCES] The student wrote claims based on the sources. Read the claims in the table. Match the sources to the claims they support by placing check marks in the correct boxes. A source may support more than one claim.</li><li>• A student is writing a research report about _____. The student took notes on a source. Which notes support the claim that _____?</li><li>• Students are researching [TOPIC]. Which search terms would most likely return relevant results for the topic?</li><li>• A student is reviewing websites for research about _____. Which details from each website indicate that the site is credible or not credible?</li><li>• A student is writing a research report about _____. Read the source the student found. [SOURCE] Select the claim the author makes that is NOT credible.</li></ul>			

Grade 8 English Language Arts: Priority Standard		8.W.2.A.a
2 A MLS  a	<b>Approaching the Task as a Writer</b>	
	<b>Development</b>	
	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	
	Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"><li>• The student will follow a writing process to develop narratives, including poems.</li><li>• The student will produce clear and coherent narrative writing with development, organization, style, and voice.</li><li>• The student will produce narrative writing appropriate to the task, purpose, and audience.</li><li>• The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.</li><li>• The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</li></ul>		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"><li>• Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels.</li><li>• This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a></li></ul>		<ul style="list-style-type: none"><li>• Write a narrative for your teacher about [TOPIC/THEME/EVENT/ETC. FROM PASSAGE]. Include narrative elements, such as sensory details, dialogue, figurative language, and description, as appropriate in your writing. Use details and ideas from the passage in your narrative.</li></ul>

Grade 8 English Language Arts: Priority Standard		8.W.2.A.b
2 A MLS  b	<b>Approaching the Task as a Writer</b> <b>Development</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	
	<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will follow a writing process to develop expository writing.</li><li>• The student will produce clear and coherent informative/explanatory writing with appropriate development, organization, style, and voice.</li><li>• The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.</li><li>• The student will develop informative/explanatory writing with expository techniques.</li><li>• The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</li><li>• The student will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.</li></ul>	<b><u>DOK Ceiling</u></b> – 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• The application of expository writing techniques should increase qualitatively and quantitatively through the grade levels.</li><li>• Item types must contain all needed information in order to produce the expository essay; no prior knowledge of the expository topic should be necessary.</li><li>• This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Write an informative essay to the school board that describes the benefits of STEM activities for student learning. Be sure to use details and examples from the passage to support your ideas.</li><li>• Write an informative essay for someone who _____. Describe _____ for this person. Be sure to include details and examples from the passage to support your ideas.</li></ul>

Grade 8 English Language Arts: Priority Standard		8.W.2.A.c
2 A MLS  c	<b>Approaching the Task as a Writer</b>	
	<b>Development</b>	
	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	
	Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"><li>• The student will follow a writing process to develop argumentative writing.</li><li>• The student will produce clear and coherent argumentative writing with appropriate development, organization, style, and voice.</li><li>• The student will produce argumentative writing appropriate to the task, purpose, and audience.</li><li>• The student will develop writing using argumentative techniques.</li><li>• The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</li><li>• The student will acknowledge counterclaims.</li><li>• The student will establish relationships among claims, counterclaims, and supporting evidence.</li></ul>		<b><u>Item Format</u></b>
		Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"><li>• The application of argumentative writing techniques should increase qualitatively and quantitatively through the grade levels.</li><li>• Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument’s topic should be necessary.</li><li>• This standard can be assessed using the state scoring guide.</li><li>• <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-argumentative-grades-6-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-argumentative-grades-6-8.pdf</a></li></ul>		<ul style="list-style-type: none"><li>• After reading the two sources, write an argumentative essay for consumers, stating your claim about the steps that need to be taken to stop _____. Be sure to state your claim, address a counterclaim, and use evidence from both sources to support your argument.</li><li>• After reading the two passages, write an editorial for the school newspaper that argues that your school should or should not require community service. Be sure to address an opposing argument and use evidence from both passages to support your argument.</li></ul>

Grade 8 English Language Arts: Priority Standard		8.W.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Approaching the Task as a Reader</b> <b>Revise and Edit</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.	
	<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will review, revise, and edit writing with consideration for task, purpose, and audience of a text.</li> <li>The student will organize content by introducing the topic.</li> <li>The student will organize content by maintaining a clear focus.</li> <li>The student will organize content by providing a conclusion that follows from the text.</li> <li>The student will add or delete content to achieve the text's purpose.</li> <li>The student will change organization to achieve the text's purpose.</li> </ul>	<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
	<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>The application of these writing techniques should increase qualitatively and quantitatively through the grade levels.</li> <li>Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).</li> </ul>	<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>A student is writing a report about [TOPIC]. Read the draft of the report. Write a conclusion that follows logically from the information in the draft.</li> <li>A student has written a draft about [TOPIC]. Read the draft. Which sentence would be the best introductory sentence?</li> <li>Which sentence should be added/deleted to clarify meaning?</li> <li>Which two sentences should be removed to give the paragraph a clearer focus?</li> <li>Which subheading would best introduce the paragraph?</li> <li>Choose two sentences that the author could omit without changing the purpose of the passage.</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.W.3.A.b	
3 A MLS b	Approaching the Task as a Reader		
	Revise and Edit		
	Review, revise, and edit writing with consideration for the task, purpose, and audience.		
	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
<ul style="list-style-type: none"><li>• The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</li><li>• The student will choose precise language appropriate for the style, task, and audience of a text.</li><li>• The student will make syntactical choices appropriate for the style, task, and audience of a text.</li></ul>		<u>Item Format</u>	
		Selected Response, Constructed Response, Technology Enhanced, Writing Prompt	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none"><li>• The use of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.</li></ul>		<ul style="list-style-type: none"><li>• A student is writing a narrative for a creative-writing class assignment. Read an excerpt from the draft. [EXCERPT] Which revision to the underlined sentence uses the most precise language?</li><li>• A student is writing an explanatory essay about [TOPIC]. Read the draft and the prompt that follows. [DRAFT] The student wants to revise the underlined sentences to elaborate on the problem in a way that is consistent with the overall tone and style of the essay.</li><li>• Part A—Which is the best revision of the following sentence (in regard to the first underlined sentence)? OR Which sentence needs to be revised so that it matches the style of the paragraph/passage? Part B—What is the best revision for the following sentence (in regard to the second underlined sentence)?</li><li>• Read the paragraphs from a student’s draft. [PARAGRAPHS] What are more concrete or specific words that could replace the two underlined words?</li><li>• Choose the best way to combine the underlined sentences in order to vary the sentence structure of the paragraph.</li></ul>	



Grade 8 English Language Arts: Priority Standard		8.W.3.A.c
3 A MLS c	<b>Approaching the Task as a Reader</b>	
	<b>Revise and Edit</b>	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</li><li>• The student will demonstrate a command of the conventions of standard English grammar in a text.</li><li>• The student will demonstrate a command of the conventions of standard English usage in a text.</li><li>• The student will demonstrate a command of spelling in a text.</li><li>• The student will demonstrate a command of punctuation in a text.</li></ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Constructed Response, Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• The application of the effective use of the conventions of standard English and usage should increase qualitatively and quantitatively through the grade levels.</li><li>• On a large-scale assessment, this expectation can only be assessed only through a writing prompt or constructed response item.</li></ul>		<b><u>Sample Stems</u></b>

Grade 8 English Language Arts: Priority Standard		8.W.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Approaching the Task as a Reader</b> <b>Revise and Edit</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</li> <li>The student will use a variety of appropriate transitions to clarify relationships in a text.</li> <li>The student will use a variety of appropriate transitions to connect ideas and claims in a text.</li> <li>The student will use a variety of appropriate transitions to signal time shifts in a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Writing complexity, including the application of transitions, will increase qualitatively and quantitatively through the grade levels.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the sentence that would improve the transition between the first and second paragraphs.</li> <li>Read the sentences from the essay. [SENTENCES] Which transitional word or phrase could best replace the underlined word without changing the meaning of the sentences?</li> <li>Which transitional word or phrase would best link/connect the second and third sentences while maintaining the author’s purpose?</li> </ul>

# Speaking/Listening

Grade 8 English Language Arts: Priority Standard		8.SL.1.B
<b>1 B MLS</b>	<b>Collaborating</b> <b>Questioning</b> Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will delineate a speaker's argument and claims.</li> <li>The student will evaluate reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers.</li> <li>The student will respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul>		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt <b><u>Text Types</u></b> Media, audio, and/or audio-visual clips
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>The collaboration component is locally assessed.</li> <li>This expectation must be assessed with a media/audio component; otherwise, it becomes a reading assessment item.</li> <li>This expectation is partially assessed within a state assessment by asking students to delineate a speaker's argument and claims.</li> <li>Stimulus must have a clear claim.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What is one claim the speaker makes in the presentation?</li> <li>Which detail from the presentation best supports the speaker's central claim?</li> <li>Why did the speaker begin/end the presentation with ____?</li> <li>Which ideas are supported by the presentation?</li> <li>What is the main idea/purpose of the presentation?</li> <li>Which questions could a listener ask to challenge/extend the speaker's conclusion?</li> <li>Which statement best explains the speaker's reasoning for ____?</li> <li>Which sentence best describes the speaker's attitude toward/opinion of ____?</li> <li>Which questions could be answered with the information provided in the presentation?</li> <li>Based on the presentation, why is ____?</li> <li>Based on the presentation, what should be done about ____?</li> </ul>

Grade 8 English Language Arts: Priority Standard		8.SL.1.C
<b>1</b> <b>C</b> <b>MLS</b>	<b>Collaborating</b> <b>Viewpoints of others</b> Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will acknowledge the new information and viewpoints of others, including those presented in diverse media.</li> <li>The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b> Media, audio, and/or audio-visual clips
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>The collaboration component is locally assessed.</li> <li>This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>What additional information could the speaker offer that would most help listeners apply the ideas in the presentation to their own lives?</li> <li>Which question about the information in the presentation remains unanswered?</li> </ul>

# Grade 8 English Language Arts Content Standards

## Reading Literary Text

Grade 8 English Language Arts: Content Standard		8.RL.1.C
<b>1</b> <b>C</b> <b>MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Text Features</b> Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u><b>Expectation Unwrapped</b></u> <ul style="list-style-type: none"> <li>The student will interpret the visual elements of a text.</li> <li>The student will draw conclusions from the visual elements of a text.</li> </ul>		<u><b>DOK Ceiling – 3</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
		<u><b>Text Types</b></u> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel excerpt, music lyrics, film/video scripts, visual art.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Visual elements in literary text include illustrations and animations.</li> </ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____?</li> <li>How does [VISUAL ELEMENT] develop the [LITERARY DEVICE]?</li> <li>Based on [VISUAL ELEMENT], which event occurs ____?</li> <li>What information does [VISUAL ELEMENT] add/expand upon that is not provided in the words of the passage?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RL.2.A
<b>2 A MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Structure</b> Analyze how an author’s choice concerning a text’s form or overall structure contributes to meaning.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how an author’s choice concerning a text’s form contributes to meaning.</li> <li>The student will analyze how an author’s choice concerning a text’s overall structure contributes to meaning.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>The author’s use of [EXAMPLE: FLASHBACK] helps the reader understand ____.</li> <li>How does the structure of the text ____?</li> <li>How does the use of [TEXT STRUCTURE] impact the reader?</li> <li>How does the narrator’s extended description of [CHARACTER] at the beginning of the text contribute to the overall meaning?</li> <li>The author includes the description of ____ to ____.</li> <li>How does the author’s choice to structure a passage with [TEXT FEATURE] at the end contribute to the meaning of the passage?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RL.3.A
<b>3 A MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Text in Forms</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script.</li> <li>The student will analyze the extent to which a filmed or live production of a story or drama departs from the text or script.</li> <li>The student will evaluate the choices made by the director or actors.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Performance Event
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Describe the extent to which the film stays faithful to or departs from the text.</li> <li>How do the different performances of ____ impact the reader’s understanding of ____?</li> <li>How does the director’s interpretation of [SCENE] change the reader’s perception of ____?</li> <li>How does the director’s decision to include/remove a scene impact the reader’s understanding of ____?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RL.3.B
<b>3 B MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Relationships in Texts</b> Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will explain how contemporary texts make use of archetypal characters from older or traditional texts.</li> <li>The student will explain how contemporary texts make use of universal themes from older or traditional texts.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Items must not require prior knowledge.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does [CONTEMPORARY TEXT] draw upon the theme presented in [TRADITIONAL TEXT]?</li> <li>How does [CONTEMPORARY TEXT] draw upon the archetypal character of (a wise man, etc.) that is also presented in [TRADITIONAL TEXT]?</li> <li>How is the archetypal character of (the hero, etc.) in [CONTEMPORARY TEXT] different from (the hero, etc.) presented in [TRADITIONAL TEXT]?</li> </ul>



Grade 8 English Language Arts: Content Standard		8.RL.3.C
<b>3</b> <b>C</b> <b>MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Historical Context</b> Explain how themes reflect historical and/or cultural contexts.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will explain how themes reflect historical context in multiple texts.</li> <li>The student will explain how themes reflect cultural context in multiple texts.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Basic information: historical and/or cultural contexts will need to be provided in footnotes in the stimulus material.</li> <li>Items must not require prior knowledge.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does the theme of [TEXT A] present a different historical/cultural context than that of the theme presented in [TEXT B]?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RL.3.D
<b>3 D MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Comprehension</b> Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<b><u>Expectation Unwrapped</u></b> The student will read and comprehend literature from multiple texts, including stories, dramas, and poems, independently and proficiently.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Grade-appropriate text pieces should be used when assessing this expectation.</li> </ul>		<b><u>Sample Stems</u></b>

# Reading Informational Text

Grade 8 English Language Arts: Content Standard		8.RI.1.C
<b>1</b> <b>C</b> <b>MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Text Features</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will interpret visual elements of a text, including those from different media.</li> <li>The student will draw conclusions from the visual elements of the text, including those from different media.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does [VISUAL ELEMENT] develop the central idea?</li> <li>Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____?</li> <li>Using information from the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary/unnecessary for ____?</li> <li>Which information in the chart best supports the author’s statement that [QUOTE]?</li> <li>What information does [VISUAL ELEMENT] add/expand upon that is not provided in the words of the text?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RI.2.A
<b>2 A MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Structure</b> Analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will analyze how an author’s choice concerning a text’s organization contributes to meaning.</li> <li>The student will analyze how an author’s choice concerning a text’s overall structure contributes to meaning.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Any stimulus material should be limited to contain one overall text structure.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does the author’s use of [TYPE OF TEXT STRUCTURE] help the reader understand ____?</li> <li>How does the structure of the text contribute to ____?</li> <li>How does the use of [TYPE OF TEXT STRUCTURE] impact the reader?</li> <li>How does the author’s choice of overall structure contribute to meaning?</li> <li>How does the author’s inclusion of the first paragraph contribute to the meaning of the passage?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RI.3.A
3 A MLS	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>	
	<b>Texts/Forms</b>	
	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will compare and contrast information presented in different mediums.</li><li>• The student will analyze how the techniques unique to each medium contribute to meaning.</li></ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• For state testing, text could include print combined with screenshots of digital (web page).</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How do the different media formats of ____ influence how [TOPIC] is portrayed?</li><li>• How does the media format of ____ impact the reader’s understanding of ____?</li><li>• How does each media format contribute to meaning?</li><li>• [MEDIUM 1] does ____, while [MEDIUM 2] does ____.</li><li>• [MEDIUM 1] and [MEDIUM 2] use different techniques. Drag the correct technique beside each title in the table. Then drag into the box the statement that describes how the technique contributes to meaning in each media format.</li></ul>

Grade 8 English Language Arts: Content Standard		8.RI.3.C
<b>3</b> <b>C</b> <b>MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Historical Context</b> Explain how the central ideas of text reflect historical and/or cultural contexts.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will explain how the central ideas of multiple texts reflect historical contexts.</li> <li>The student will explain how the central ideas of multiple texts reflect cultural contexts.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Basic information regarding historical and/or cultural context will need to be provided in the footnotes in the stimulus material.</li> <li>Items must not require prior knowledge.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>How does the central idea of the text reflect the time period in which the text was written?</li> <li>What does the central idea of the text reveal about [HISTORICAL TIME PERIOD]?</li> </ul>

Grade 8 English Language Arts: Content Standard		8.RI.3.D
<b>3 D MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Comprehension</b> Read and comprehend informational text independently and proficiently.	
<u><b>Expectation Unwrapped</b></u> The student will read and comprehend multiple informational texts independently and proficiently.		<u><b>DOK Ceiling – 3</b></u>
		<u><b>Item Format</b></u> Selected Response, Technology Enhanced
		<u><b>Text Types</b></u> <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Grade-appropriate text pieces should be used when assessing this expectation.</li> </ul>		<u><b>Sample Stems</b></u>

## Writing

Grade 8 English Language Arts: Content Standard		8.W.3.A.e
<b>3</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Approaching the Task as a Reader</b> <b>Revise and Edit</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</li> <li>The student will use technology, including the Internet, to develop a text.</li> <li>The student will use technology, including the Internet, to produce and publish writing.</li> <li>The student will use technology, including the Internet, to present the relationships between information and ideas efficiently in a text.</li> <li>The student will use technology, including the Internet, to interact and collaborate with others to develop a text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced, Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Writing complexity should increase qualitatively and quantitatively through the grade levels.</li> <li>Using technology, including the Internet, to interact and collaborate with others will be locally assessed.</li> <li>Although this falls outside the parameters of a large-scale assessment, a student’s digital writing portfolio could assess this expectation. Emphasis should be placed on the student’s process through collection, selection, and reflection over time.</li> </ul>		<b><u>Sample Stems</u></b>



## Speaking and Listening

Grade 8 English Language Arts: Content Standard		8.SL.1.A
<b>1 A MLS</b>	<b>Collaborating Conversations</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will follow rules for discussion and decision making while collaborating.</li> <li>The student will track progress toward specific goals and deadlines while collaborating.</li> <li>The student will define individual roles as needed while collaborating.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 8 English Language Arts: Content Standard		8.SL.2.A
2 A MLS	<b>Presenting</b>	
	<b>Verbal Delivery</b>	
	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will speak audibly and to the point when presenting.</li><li>• Students will use conventions of language as appropriate to task, purpose, and audience when presenting.</li><li>• The student will use appropriate volume, clear articulation, and accurate pronunciation, at an understandable pace, when presenting.</li></ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• Locally assessed</li><li>• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</li></ul>		<b><u>Sample Stems</u></b>

Grade 8 English Language Arts: Content Standard		8.SL.2.B
2 B MLS	<b>Presenting</b>	
	<b>Nonverbal</b>	
	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will make consistent eye contact with a range of listeners when speaking.</li><li>• The student will use effective gestures to communicate a clear viewpoint and engage listeners.</li></ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• Locally assessed</li><li>• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</li></ul>		<b><u>Sample Stems</u></b>

Grade 8 English Language Arts: Content Standard		8.SL.2.C	
2 C MLS	<b>Presenting</b>		
	<b>Multimedia</b>		
	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.		
	<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"><li>• The student will plan and deliver appropriate presentations based on task, audience, and purpose.</li><li>• The student will include multimedia components appropriate to task, purpose, and audience to clarify claims, findings, and ideas within the presentation.</li></ul>		<b><u>DOK Ceiling – 4</u></b>
		<b><u>Item Format</u></b> Performance Event	
		<b><u>Text Types</u></b>	
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"><li>• Locally assessed</li><li>• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</li></ul>		<b><u>Sample Stems</u></b>	